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UPDATED TO 2017 SYLLABUS

CAIE AS LEVEL ENGLISH LANGUAGE (9093)

SUMMARIZED NOTES ON THE READING AND WRITING SYLLABUS

1. Prepping for the Commentary

1.1. Introduction

- There are two things to keep in mind if you want to score in the first paper of the English Language:
  - You need to have a broad mind; Think big!
  - Be as precise as possible.
- Whether you are writing a commentary or the directed writing part, you need to have these two qualities. Of course, your english needs to be above par, but with these traits, you will be far more ahead than anyone else. If you can get your point across by portraying proper analysis with solid evidence, you've already earned your seat in the top tier.
- You can think of this as an equation:

Function + Evidence = 1 piece to add in your answer

- I could've written one point instead, but you don't need to write 15 pieces, that is just too much. **You can write 9-12 pieces, which can probably fetch you all 15 marks**

1.2. Keywords and Functions in a Typical English Passage

- On the same page where you received these notes, there is another document below which has a nice list of functions and effects. It is deeply recommend that you know those functions.

1.3. Steps to Attack the Commentary

- For some passages, it can be really hard to start the commentary, and that's okay. The key here is to get all your thoughts on paper, no matter how pathetic they may be. From the second you open the test booklet to the minute the timer lapses, you can follow this protocol anytime and every time.
- **Step 1:** When the timer begins, take a deep breath, and read through all three questions. Just read the italicized fonts to get the idea of what the three passages are.
- **Step 2:** Go to question 1. Read the commentary part (a) ONLY. Why? Because your mind will be more equipped in taking the substance much more than reading everything else.
- **Step 3:** As you read, annotate. This annotation should be your guide notes and your plan to write the answer. To be more organized, dedicate the left side of the page to categorize the type of evidence you found. On the right side, write down the explanation (try to make this crisp since your answer you are supposed to write in the lines provided is more important)
- **Step 4:** Start writing! But to write a powerful beginning, you can follow this template?

Begin by writing your answer in terms of the Acronym **(T-A-P-G)**
T - Tone
A - Audience
P - Purpose
G - Genre

- **T:** What kind of voice does the author use? Does she deliver with anger? Happiness?
- **A:** Who would be the typical audience for such a passage? Who is it merely dedicated to?
- **P:** Why did the author write this piece in the first place? To convince? To entertain? To speculate? (This list can go on)
- **G:** What type of passage is this? Fictional? Non-fictional? etc.

- This is a good example:

> *The author, Diana Dockerman, really works hard to reiterate her campaign about the environment. Throughout the passage, she fights for the moral values of the earth in her speech and overall creates a powerful atmosphere where she won her audience's vote!*

- And from here, you can enter in the real stuff you need to explain
- Keep in mind that you shouldn't be listing the function and then its effect. This will start to be robotic and that's the reason why many students lose marks in the English paper. Your goal is to effectively create transition to each effect you explain.
- Example:

> *Just as the author "fights for what's right," she **continues to create this stream of consciousness** by emphasizing on the potential weapons that they can use to create a more cleaner earth!*

- You can see that the student here didn't create a robotic tone. She creates flow and that is what the examiner would love to see.
- *Tip: Your examiner will be reading tons of papers. Since they really need see how you analysed the text, underline your functions with the evidence. This will be more eye-catching and they can breeze through your paper, allotting you as many marks as possible*
- **Step 5:** Repeat this process for two questions and spend **5 minutes** for each commentary (So 10 minutes overall) in revising your answer. Just check punctuation and your word choice. You shouldn't spend the last thirty seconds

in adding or deleting any pieces you've written. This can become a really big problem if you don't finish

2. The Directed Writing

- After the commentaries, you have part (b). It isn't that big, but those marks can be fetching since these small tasks can boost your score up.
- The directed writing part can be anything. For instance:
  - Letter to a person
  - A speech
  - An advertisement
  - Or continue the passage
  - Writing a diary or a journal entry
- To be very clear most of these are only done by how well you understand the style and use that to write this. If you don't understand how the author speaks, you've failed the first step which can cost you.
- For some, like the letter, you'll have to write the format, which shows that you are taking the task very seriously.
- We'll show you the formats for a few and if that's not applicable, we'll release some tips that you can add in your answers!

2.2. Writing the Letter

- The letter is a rather easy format. Here it is

Formal:

The Sender's Address
(Street, City and zip code to be separated in lines)

The Recipient's Name
The Recipient's title (if it's there. Else ignore)
The Recipient's Address
(Again, separating needed)

Date

Respected _____ / Dear _____ /
This letter is to inform you..... (Starting is an example, but something you can use)
Yours sincerely,
Name

Here is an example:

3 Tacklehead Street
Palm City, California
United States
09878

Tony Klutz
CEO of Gnomes Tech
345 Dwarf Street
Cupertino, California
United States

5th September, 2017

Respected sir,
This letter is to inform you that I am accepting the partnership for the designed engine. We will definitely..... (blah blah blah)
Yours sincerely,
Robert Gelving

- And for informal, it's just the same but you don't need to write anything on the left side (which is all for the recipient) So it would be like

3 Tacklehead Street
Palm City. California
United States
09878

5th September, 2017

Hey Tony,
How's your work going? I know it's been a long time, but I really want tell you.....
Have fun!
Love,
Robert

- This isn't informal to us (Usually we'd greet our friend like, "Whatsup!")
- But Cambridge will consider this as slang, so be very careful about this

2.3. The Speech

- The only way to achieve a great speech is to understand that passage very well (which is what the test is overall) but you can get the best out of everything if you had understood the functions (which, again, has to do with the commentary)
- Always know the tone. If you know this, your lines will come out automatically.
- If the speaker is inspiring, try to mimic that. Add some quotes you've read or make it feel good!
- Your piece of writing should always imbibe what has been created in the passage
- Not following that can really pull your grade down

2.4. The Advertisement

- The ad is the same thing. Most of this is just how well you are with English.
- Always remember that the tone is to be persuasive. Try to be convincing
- Just as you are setting a proper tone, you need to keep in mind that you are staying on the same boat! Do not drift off topic or else you've pretty much will get NO marks for it.

2.5. Continuing the Passage

- This comes back to my main point: You will only maximise your score if you know the passage well. Then and only then will you continue the passage with ease.

2.6. Diary/Journal Entry

- Generally speaking, you don't need to write the format for this type of entry. All you might have to do is write about experience the character felt and all.
- So knowing the passage well will be easy for you

2.7. Keep in mind that...

- I understand that I have repeated that "knowing the passage well" many times.
- But understand that it is true.
- If you know the passage, the ins and outs, and you can think like the author (which, by the way, comes with practice) you can score the part (b) section far better

3. The Compositions & Paper 2

3.1. The Structure of this Paper

- Paper two is worth 50 marks where you need to write one "Imaginative piece" and one "Writing for an Audience", both worth 25 marks
- You have 2 hours to finish this paper. So ideally spending one hour for each should be efficient enough.

3.2. The Imaginative Writing

- In the paper, they present you with 3 different prompts. Each one may be something like:
    1. Opening/Closing a story
    2. Creating scenario when giving a sentence
    3. A descriptive piece
    4. Comparing two likely events
    5. Monologue between two characters
- There are different components you'll have to consider before writing an effective imaginative writing piece.

A Narrative voice:

- After reading and choosing the prompt you like, check whether they have added or hinted upon the voice you should use. (1st or 3rd person)
- If that isn't given, then in your plan, you can choose and use it on you advantage

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Characterization

- There are going to be some prompts where you'll have characters.
- In English, the main idea of achieving a high score is to develop a proper structure when writing. And characterization, if used properly, will help you create proper persona's and will enhance your piece
- You need sometimes ask yourself,
    - What is the physical clothing and behaviour?
    - What will the character's play/role and dialogue will be (a rough sketch for dialogue is fine)
    - Protagonist?

Show don't Tell

- Many of us learned this in our young years with small objects and storytelling.
- But this is still a vital skill we can use in our writing
- Show don't tell is when you add more description and detail to an action or event instead of directly stating it

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Sentence Structure and Variance

- Don't structure your sentences in the same way every time
- This will make it boring for everyone to read
- Changing it around a bit adds flavour and that is very essential when writing in English for any type of prompt

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Location:

- Locations do matter a lot. So whether you describe an ice cream shop or a dungeon. You need to make the reader feel like they are there.
- Let them smell the aroma of a restaurant you are talking about
- Let them feel chained if they are in a dungeon
- This may sound a little intimidating, but with minimal practice, this type of vivid writing can come

3.3. Additional Tips

- If you can't approach a description, try to use your senses. It's the easiest way to get started
- Make sure you have plan. Even if it takes 10 minutes.
- It's better to be planned and write then have no plan and rush.
- If you are pressed for time, you can still relax because you have the plan. But if you didn't, your writing will be all over the place
- You do have various ways to plan, like a web, or a list or even a list.
- Use whatever suits you
- Remember that your beginning and end of the story matter the most. Make them captivating!

4. Keywords & Components In An English Passage

4.1. Introduction

- Below now is a list of words and language affects you can use during your commentary. Please keep in mind that you'll earn the marks if you use these functions properly. Indeed, this list is pretty in-depth, but that doesn't mean that you should memorize all of them. Knowing them and their application will fetch you many marks in the test.

4.2. The List

- **Register:** The type of language used for a particular purpose or a particular setting
- **Context:** The background, setting, and culture of a certain abstract
- **Voice:** The distinctive tone the writer uses during the passage
- **Mood:** (Or Tone) is the feel of emotive presence in the text. Atmosphere or feeling
- **Formality/Informality:** The language used. Is it formal? Are they speaking Standard English like you would speak with your teacher? Or is it informal, where slang comes into play?
- **Symbol:** A word or phrase that can represent an idea.
- **Imagery:** Language that draws visual and powerful depictions that suggest ideas
- **Assert:** To state something as true when you have no real evidence to support it
- **Juxtapose:** To place ideas or word/phrases in close proximity to each to convey an idea, or to balance contrasting points.
- **Figurative language:** language such as imagery, in which the literal meaning is less relevant than what the word/phrase suggests or symbolises.
- **Stream of Consciousness:** How words reflect the way in which a narrator's or speaker's mind is actually working at a given point
- **Metaphor:** a direct comparison between two things which is not literally true
- **Alliteration:** The repetition of same of sounds or of the same kinds of sounds at the beginning of words
- **Anaphoric:** A reference which depends on, or connects back to, previous, word or phrase
- **First person:** The mode of narration in which the writer uses the I form
- **Simile:** A comparison between two things which uses like or as.
- **Perspective:** The viewpoint or "angle" the writer is trying to convey in a situation
- **Contract:** Opposites of ideas used in the text
- **External or Exterior location:** a place or setting outside
- **List of three:** A sequence of three items, one after the other, often used to create a particular.
- **Personification:** Giving human characteristics to animals, objects and so on.
- **Ambivalent:** being undecided or having contrasting feelings about something.
- **Internal:** inside a particular location
- **Present tense:** Form of the verb describing current actions (go, eat, run)
- **Direct statement:** Something stated as defined fact, opinion, or truth with no sense of doubt at all
- **Syntax:** The order of words and phrases in a sentence
- **Narrative:** The development or unfolding of a plot, account or story
- **Repeated Syntactical structures / patterning:** The use of the same types of word or phrase order
- **Inner thoughts:** ideas in the mind of a character or narrator
- **Dialogue:** Speech or conversation with characters or with the narrator
- **Imperative:** Order or Command
- **Understatement:** Phrasing ideas that don't sound that doesn't sound so impressive than it actually is.
- **Hyperbole:** Exaggeration
- **Anecdotal:** Adding mini stories or personal events
- **Persuasive:** Trying to convince others about a particular idea, viewpoint or product
- **Review:** A critical assessment of something from product to a book (it can be literally anything)
- **Ironic:** suggesting the opposite to what is expected
- **Sarcastic:** Sharp and mocking
- **Question tag:** a verbal addition to statements to add rhetorical emphasis or to elicit a reaction.
- **Modal:** A form type of verb that modifies the meaning of another one (Ex: we might go there, but I don't know)
- **Adverb:** A word which tells is more about a verb
- **Word associations:** ideas suggested by particular words or phrases
- **Register:** Language associated with a particular subject or situation
- **Ideal:** A vision of something perfect, a desire to aim for
- **Extended image:** A comparison of two things which returned to throughout the text
- **Parallel structures:** Words and phrases that are similar in length and order
- **Mode of address:** The way in which in the reader is "spoken to" by the writer
- **Discursive:** A discursive text is one that explores a subject or reflects thoughtfully on it
- **Direct speech:** Using speech marks to quote someone's words exactly.
- **Indirect speech:** A report or summary of someone else's words or account without speech marks.
- **Voiceover:** The voice of an unseen narrator, spoken material
- **Rhetorical device:** A particular word, phrase or pattern of language which a writer uses to prompt a particular

reaction from, especially one that makes them see the writer as rational or reasonable.
- **Persona:** The role of a character
- **Exemplification:** Illustrating and supporting by giving examples

- **Connective:** Words or phrases which link other phrases, sentences or paragraphs
- **Inserted phrase:** Words placed into a part or sentence
- **Cyclical:** Coming full article, ending where it begin.

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English Language (9093)

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